



## CONNECTICUT TECHNICAL EDUCATION AND CAREER SYSTEM

### SUPERINTENDENT

**PLEASE FOLLOW THE SPECIFIC APPLICATION FILING INSTRUCTIONS ON THE LAST PAGE**

<b>Open to:</b>	The Public
<b>Location:</b>	39 Woodland Street, Hartford, CT 06105
<b>Hours:</b>	40 Hours per Week
<b>Job Posting#:</b>	#888 - 59285
<b>Salary Range:</b>	\$128,503 - \$175,220
<b>Closing Date:</b>	October 26, 2017

The Connecticut State Department of Education, for its Connecticut Technical Education and Career System (CTECS), formerly known as the Connecticut Technical High School System, invites outstanding educational leaders to apply for the position of Superintendent for the Connecticut Technical Education and Career System.

#### **GENERAL STATEMENT OF DUTIES:**

Serves as Superintendent of a statewide and state-funded secondary school system (9-12) offering academic and technical education and post-secondary technical education. The Connecticut Technical Education and Career System includes 17 high schools and one technical education center, two adult aviation technician training centers, various adult technical education programs which enroll 10,500 secondary and 4,000 adult students, and has 1,400 staff. Oversees the assistant superintendents, central office staff, school administrators and Connecticut Technical and Career System staff members.

Ensures the accomplishment of the System's mission to provide a unique and rigorous learning environment that:

- ensures both student academic success and trade/technology mastery; instills a zest for lifelong learning;
- prepares students for post-secondary education, and productive employment;
- provides post-secondary technical training for adults, and;
- responds to employers' and industries' current and emerging and changing global workforce needs and expectations through business/school partnerships.

Able to articulate shared goals to all constituent groups and ensures that staff members are working in concert with the system's strategic and operational plan. Has substantial knowledge and experience in powering curricula, formative assessments and data-driven decision-making in the academic and trade/technology areas. Demonstrates creativity and innovative thinking in an effort to achieve the system's vision, mission and goals. Works with the Education Commissioner and Technical Education and Career System Board to develop and carry out a new and visionary strategic and operational plan for the future of the system.

## **EXAMPLE OF DUTIES:**

- Articulates a clear philosophy and shared vision of learning. Promotes an effective learning environment;
- Promotes the continuous improvement of student learning by working with schools and staff to ensure that all groups of students achieve at high levels; ensuring that all students are provided with the opportunities for learning; and by understanding and supporting the instructional needs of high-needs students by using differentiated instructional strategies;
- Oversees and monitors data-driven school improvement plans, including professional development, instructional technology and teacher evaluation;
- Seeks and utilizes feedback from employers to determine the quality of the technical education and makes adjustments as necessary to meet employer expectations;
- Seeks and utilizes feedback from institutions of higher learning to determine the quality of the secondary academic education and makes adjustments as necessary;
- Develops and maintains positive relationships with all education stakeholders including parents, staff, State Department of Education, other State agencies, state legislators and legislative committees with oversight of career and technical education, organized labor leadership, local educational agencies, local business, community organizations, and state and regional organizations;
- Develops articulation agreements and educational pathways with institutions of higher learning so that students receive academic and technical post-secondary credit and pathways to post-secondary degrees.
- Serves as a spokesperson for the importance of career and technical education. Develops cooperative programs with local education agencies to expose students to career and technical education opportunities and national recognition of the system's accomplishments;
- Develops strong working relationships with business and industry and other State agencies and associations to identify current and future skilled labor needs for both high school students and adults
- Works with the Board and all stakeholders to develop a dynamic vision and long-range plan for the organization consistent with labor trends, state economic development plans, population trends for the career and technical education of high school students and adults;
- Ensures that the programs and instructional processes are sensitive to the cultural needs of the students;
- Supervises the assistant superintendents;
- Directs, administers, and coordinates the education program and the operation of all schools in the system in conjunction with administrators;
- Encourages the use of knowledge about sound educational trends by keeping the Connecticut Technical Education and Career System Board informed and supporting staff innovation and exploration;
- Establishes and maintains a program of public information designed to communicate objectives, needs, and accomplishments of the Connecticut Technical Education and Career Schools to students, staff, parents, community, employers and state and local government officials;
- Develops procedures and techniques to attract, recruit, employ, evaluate, and retain highly qualified and diverse staff for the Connecticut Technical Education and Career Schools that are reflective of and sensitive to the needs and particular circumstances of the communities and student populations that they serve;
- Directs and administers the supporting business and plant services of the school system in an efficient and economical manner, including: budgeting, accounting and purchasing services, plant operations and maintenance, payroll, school meal programs, transportation, facility construction and renovation, and other general school business activities;
- Supervises methods of teaching, supervision and administration in the schools; directs 9-12 curriculum and staff development programs;
- Supervises the enforcement of all statutes affecting the schools and the implementation of all federal educational programs;
- Maintains a high level of visibility within the schools and at school and community events. Demonstrates a positive attitude and serves as a role model in assisting to create a productive, dynamic, and professional learning environment. Fosters positive morale and team spirit. Recognizes, encourages, and celebrates excellence in staff and students;
- Prepares the school system budget in a fiscally responsible manner; at the same time advocating for funds which move the system toward the realization of its mission, vision, and beliefs. Involves members of the school community in developing budget priorities based on the mission and vision of the school system. Exercises creativity in allocating and finding new resources to support school programs;
- Oversees a professional development program that focuses on personal growth, instructional improvement, and student learning. Supervises, evaluates, and provides for professional growth activities for the district leaders to

provide educational services in a manner that respects the community's cultural values and practices, and to maintain the highest level of educational, professional, and ethical standards;

- Ensures appropriate instructional and operational consistency and standards across all schools;
- Provides leadership in long-range school facility planning, construction and instruction as well as school reform/restructuring;
- Communicates effectively with all stakeholders. Informs those who have a need to know of important issues the school system is undertaking and makes an effort to listen and respond to staff and community concerns. Establishes procedures that support effective communication and public relations;
- Intervenes appropriately, advocates, and may serve as an ally on behalf of individuals from different cultures;
- Performs such other tasks as may be assigned by the Commissioner of Education and the Connecticut Technical and Career System Board;

### **QUALIFICATIONS:**

#### **Knowledge, Skill and Ability:**

Considerable knowledge of and ability to apply management principles and techniques; considerable knowledge of relevant state and federal laws, statutes and regulations; considerable knowledge of philosophy and methods of education with emphasis on educational administration and management; considerable knowledge of objectives and purposes of educational services and programs; considerable knowledge of public school administration; considerable oral and written communication skills; ability to plan, organize and direct work of large scale educational services; decision making ability; ability to establish and maintain cooperative relationships with departmental professionals and administrators, administrative staff and higher education institutions, local school system, other state and federal agencies, businesses, industry and labor; administrative ability.

### **EXPERIENCE AND TRAINING:**

#### **General Experience:**

An earned advanced degree and twelve (12) years of professional experience in the field of Education or in a related area.

#### **Special Experience:**

Two (2) years of the General Experience must have been in a managerial capacity in the oversight of the development or administration of an educational or corporate industry bureau, system, operation, or service.

1. Managerial capacity is defined as full time managerial responsibility for a major program. Position will have supervisory responsibilities but the emphasis should be management activities defined as formulating program goals and objectives, developing and implementing program procedures, initiating program policies, developing and/or monitoring a budget.
2. For State Employees, the Special Experience is interpreted at the level of Education Bureau Chief.

#### **Substitution Allowed:**

1. A 092 certificate (Intermediate Administrator), or 093 certificate (Superintendent), or Sixth Year Diploma in Educational Leadership, or an Ed.D. (Doctorate in Educational Leadership) may be substituted for one (1) additional year of the General Experience.
2. An advanced degree and six (6) years of managerial experience in the oversight of the development or administration of an educational bureau, system, operation, school or service may substitute for the General Experience and the Special Experience.

### **SPECIAL REQUIREMENT:**

The Superintendent of the Connecticut Technical High School System must possess proper certification pursuant to Section 10-157 of the Connecticut General Statutes.

#### **Preferred Experience and Training:**

Successful implementation of principles and practices of leadership and management; knowledge of and experience with educational environments, preferably within a technical and/or career high school context. Has knowledge and experience in areas including curricula, formative assessments and data-driven decision-making in the academic and trade/technology domains. Demonstrated ability to plan and direct a large-scale educational or corporate program; knowledge and skills in administration and supervision of schools or other educational or corporate institutions or agencies; knowledge of federal and state laws, policies and programs concerning secondary education, technical and/or career education, and education and

training programs for adult students; experience in personnel evaluation; experience in financial management and system controls; skills in oral and written communication; ability to develop and maintain cooperative working relationships with the Board, Commissioner, Administration, staff, students, parents and community; background in occupational training and human capital development; ability to solve problems with multiple clientele including those from diverse or cross-cultural backgrounds, on a consistent basis, ability to acquire and apply specific knowledge and information about the particular group(s) he or she is working with.

Professional experience serving as an administrator in a large school system or corporation. An advanced degree in educational leadership and curriculum and instruction research or closely related field is preferred; proven leadership in a large school system; knowledge of successful programs in technical education and academia; ability to effect positive changes to ensure that each student is provided with integrated academic, technical and work skills to meet the expectations of the 21<sup>st</sup> century learning. In addition, preference will be given to candidates who:

- Have a vision for continuous improvement in secondary education and technical education;
- Have knowledge of business and industry trends and can build upon effective models of delivering services;
- Can motivate and involve staff, collaborate with multiple partners (business and industry, trade associations and labor), and articulate and market successful programs;
- Have excellent interpersonal skills and the ability to interact positively and develop good working relationships with parents, students, staff and colleagues;
- Demonstrate a commitment to annual improvement in student achievement and school-based decision making;
- Understand the relationships between economic development and education, and programs and services that address the needs of both students and the workplace;
- Demonstrate command or understanding of the importance of cultural competency by having a mixture of beliefs/attitudes, knowledge/experience and skills that will assist with establishing trust/rapport and effective communication with others;
- Demonstrated awareness and sensitivity to the differences of one's own values and biases and how they may affect the perception of other cultures; and
- Demonstrates an understanding of the various functions of state government.

#### **Reporting Responsibilities:**

Reports to the Commissioner of Education and is advised by the Connecticut Technical Education and Career System Board. When the System becomes a separate state agency in accordance with Public Act no. 17-237, the Superintendent, will continue to be responsible for all education and training, and will report to the Executive Director of the Connecticut Technical Education and Career System and be advised by the Connecticut Technical Education and Career System Board.

#### **Application Procedure:**

Interested candidates should reference announcement #888 submit a letter of application, transcripts, copy of certification, resume with details of experience and training, three pertinent professional references, and an Application for Examination or Employment (CT-HR-12) which may be obtained from the Department of Education website at <http://www.sde.ct.gov> to: **Karen Zuboff, Human Resources Administrator, Bureau of Human Resources, 450 Columbus Boulevard, Suite 403, Hartford, CT 06103. Tel. # (860) 713-6699, All required documents must be submitted by the close of business on the closing date to be considered for an interview.**

**Closing date for applications:**

**October 26, 2017**

**Anticipated date of employment:**

**Immediate Upon Selection**

**Please note: Applications will be accepted via U.S. mail or hand delivered only.**

The CTECS is committed to a policy of equal opportunity/affirmative action for all qualified persons and equal access to Boy Scouts of America and other designated youth groups. The CTECS does not discriminate in any employment practice, education program, or educational activity on the basis of **race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, gender identity or expression, disability (including, but not limited to, intellectual disability, past or present history of mental disorder, physical disability or learning disability), genetic information, or any other basis prohibited by Connecticut state and/or federal nondiscrimination laws. The Department of Education does not unlawfully discriminate in employment and licensing against qualified persons with a prior criminal conviction.** Inquiries regarding the Connecticut Technical and Career System's nondiscrimination policies and practices should be directed to:

Levy Gillespie  
Equal Employment Opportunity Director/American with Disabilities Act Coordinator  
State of Connecticut Department of Education  
450 Columbus Boulevard, Suite 607  
Hartford, CT 06103  
860-807-2101  
Levy.Gillespie@ct.gov  
(Coordinator for matters related to Affirmative Action/Equal Opportunity Employment and nondiscrimination policies and practices)

Beatrice Tinty  
Education Consultant  
Connecticut Technical and Career System  
39 Woodland Street  
Hartford, CT 06105  
860-807-2220  
(Coordinator for matters related to Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973)

U.S. Department of Education  
Office for Civil Rights  
5 Post Office Square, Suite 900  
Boston, Massachusetts 02109-3921  
617-289-0111  
fax number 617-289-0150  
TTY/TDD 877-521-2172  
(Matters related to race, color, national origin, age, sex and/or disability)

**AN AFFIRMATIVE ACTION / EQUAL OPPORTUNITY EMPLOYER**

#888  
10/5/17